



Wellbeing Award for Schools (WAS)

School-Led Action Plan

School name: Bexley Grammar School

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Date of initial audit: November 2018

Completed Action Plan returned by: January 2020

Provisional month for verification visit: January 2020





Description of the school and its strengths: You may wish to use information from Ofsted, RAISEonline or similar. Also include any changes since completing the Wellbeing Award for Schools (WAS) that are significant to the WAS, e.g. management changes, new buildings, community context. Bexley Grammar School is a selective co-educational secondary school for students aged 11 to 18 years, with approximately 1500 students on role and over 100 teachers and support staff. The school has been rated outstanding by Ofsted for more than a decade and is the only fully IB sixth form in a south east London borough. Our students gain strong academic outcomes for example in 2018, 73% 9-7 (A*/A) in GCSE Mathematics with 50 students achieved 10 or more A*/A grades at GCSE, 8 students gained Oxbridge places, over 40% of students gained places at Russell Group universities, Ebacc achievement at GCSE was 83% of pupils etc. Students follow a challenging curriculum with all taking two Languages and three Sciences at GCSE. Although we are a selective and academically successful school we take particular pride in the warmth of the relationships between students and staff and in the vibrancy of our community. We seek to raise aspirations, grow confidence and develop young people into compassionate leaders. Our school motto translates as “to strive for excellence”. Our 11-18 curriculum helps students to prepare for higher education and beyond with a global perspective rooted in our ethos of intellect, empathy and courage. The supportive ethos of the school is strongly driven by a vibrant house system and a wide range of extra-curricular activities. These activities help students develop as individuals and as members of teams; they also provide numerous opportunities for leadership. In addition to a busy sports programme, our House system encourages participation in a wide range of activities. A typical academic year clocks up about seventy-day visits run by all subject areas in addition to a wide range of residential trips both in the UK and all over the world. We participate in World Challenge, Young Enterprise, the Jack Petchey Award and numerous other initiatives. Our Pastoral Team of Form Tutors, Senior Academic Mentors and Directors of Studies provide individual care. Our fully qualified Higher-Level Teaching Assistants work closely with teachers to accommodate special needs by providing one-to-one support, a homework club, and booster lessons. We employ a full-time School Counsellor and run a range of groups which meet to support specific needs or interests of students, such as a Carers Club, LGBTQ and Debating Club.



Objective 1

The school is committed to promoting and protecting positive emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
1.1 The award process is reviewed by the Senior Leadership Team (SLT) and governors and is formally adopted.	Award process formally reviewed by the Senior Management Team on 12 November 2018 (SMT minutes 12/11/18) and subsequently formally adopted by SMT and governors in Dec 2018.	The progress of the award process to be discussed at SMT meetings and Governor meetings between autumn 2018 and January 2020. (SMT and Governor meeting minutes)	VLE and SLT	Ongoing Nov 2018 to Jan 2020.
1.2 A statement of commitment is signed and stored in the portfolio of evidence.	The statement of commitment has been signed and is stored in the portfolio of evidence.	N/A		
1.3 A Change Team is nominated and appointed.	A Change Team has been formed. All staff have been invited including support staff.	Change team to meet each half term from Dec 2018. (Change Team minutes)	VLE	Ongoing and half-termly
1.4 The School Self-Evaluation Form is completed.	School self-evaluation form reviewed by VLE & LRH.	School self-evaluation form to be monitored by VLE to ensure all aspects are green by the end of the process.	VLE & LRH	Dec 2018 and then ongoing
1.5 The Stakeholder Evaluation Forms are sent out and the results analysed.	Evaluation forms to be sent out to the staff body including support staff, to the entire student body and to all parents of students currently on role.	Evaluation forms to be sent out post information sharing about the award. Stakeholder evaluation form results to be analysed by the Change Team, SMT and Governors (summary presentation) Annual wellbeing questionnaires to become established practice.	VLE	Jan 2019 Spring Term 2019 January 2020 onwards

1.6 The Action Plan is prepared and approved by the SLT.	Action Plan discussed at SMT.	Action plan to be prepared and reviewed/ updated regularly with feedback provided to SMT for their ongoing approval. Change Team members to be included in the review of the action plan.	VLE	Ongoing until autumn 2019
1.7 The whole-school community and other partners are informed about the award.	SMT, Governors and the PTA have received information about the award.	<p>Staff to be informed about the award at the next full staff meeting with initial information to be shared via email.</p> <p>Parents to be informed about the award via the newsletter.</p> <p>Students to be informed about the award via assemblies, academic monitoring sessions and via email.</p>	<p>VLE</p> <p>VLE</p> <p>VLE, SMT, DoS/SAMs and tutors</p>	Jan 2019
1.8 EVALUATION: The Action Plan is regularly monitored, progress is evaluated, and the findings shared and acted upon.	Action plan is routinely monitored and updated to record and evaluate progress towards objectives.	Continue to routinely and periodically share action plan link with all staff. Share action plan link with all stakeholders via school website.	VLE	Ongoing

Objective 2

The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
2.1 The school's vision statement is in place that puts emotional wellbeing and mental health at the heart of the school's aspirations.	The school has a vision statement but it does not specifically put emotional wellbeing and mental health at the heart of the school's aspirations.	A specific emotional wellbeing and mental health vision statement to be drafted and shared with stakeholders. Draft vision statement to be shared with Change Team and with Learning Teams, to gather feedback from staff. Draft vision statement to be shared with Student Council, to gather feedback from students and with parents during parent consultation evenings, to gather parental feedback. Vision statement to be incorporated into wellbeing policy and taken for formal governor approval and adoption in Jan 2020.	HJG VLE LJG HJG	Summer 2019 Sept 2019 Jan 2020 Jan 2020
2.2 The school has reviewed its provision and understands how it currently supports emotional wellbeing and mental health and where strengths, gaps and weaknesses in provision exist.	The school delivered all-staff training to evaluate current provision, relative to mental health risk and protective factors (DfE's Mental health and behaviour in schools, 2014). Strengths and areas for further improvement summarised in group feedback notes. (September 2018 - twilight session 1)	Stakeholder evaluation forms to be distributed to enable us to further review provision. Change team to carry out a SWOT analysis of current provision	VLE VLE	Jan 2019 Spring 2019
2.3 All relevant school policies	Although relevant school policies have not	All relevant school policies to be audited and	HJG, DSL and	Summer

(bullying, safeguarding, etc.) have been audited to ensure they connect with the school's work on emotional wellbeing and mental health.	yet been audited this year to ensure they connect with the school's work on emotional wellbeing and mental health, the required periodic review of all school policies is overseen by the school's DSL and Deputy Headteacher i/c student and staff welfare.	where required updated to check they are aligned with the school's work on emotional wellbeing and mental health.	DH	2019
2.4 The school has reviewed and understands all the relevant risk factors that can impact on emotional wellbeing and mental health in pupils.	Risk factors (from DfE's Mental Health and behaviour in Schools, 2014,) were fully considered during the all staff twilight training delivered on Mental Health and Wellbeing in Sept 2018.	<p>Arrange for a whole-school safeguarding and child protection audit to be carried out during the school's self-evaluation week to identify possible risk factors specifically relevant to our students, setting and/or context.</p> <p>Further risk factors, that can impact on emotional wellbeing and mental health, to be consistently considered and explored during future staff training sessions on topics such as growth mindset, RSE, Gangs, LGBT+ etc</p> <p>Educate students / parents about risk factors during PSHE/Power Days assemblies, newsletter entries etc.</p>	<p>HJG</p> <p>VLE, LRH and all staff</p> <p>DoS, SAMs, form tutors</p>	Ongoing
2.5 A strategy for emotional wellbeing and mental health, which takes into account all reviews and audits and addresses any gaps in provision, is approved and in place.	Such a specific strategy for emotional wellbeing and mental health that takes into account all reviews and audits and addresses any gaps in provision is not currently in place.	<p>A flow chart to be produced to help all to respond appropriately to student wellbeing or mental health concerns, using guidance from national Mental Health First Aid training. Publish this guidance via the staff handbook and signpost this effectively to all.</p> <p>Incorporate our whole school strategy for</p>	<p>VLE & LRH</p> <p>ST, HJG and</p>	Ready for Sept 2019

		emotional wellbeing and mental health into our new improvement plan from autumn term 2019.	all school leaders	
2.6 The strategy and vision statement are communicated to the whole-school community.	These still need to be formalised and communicated to all members of our community.	Share the school's wellbeing and mental health strategy and vision statement with parents, students and staff via the school website and via the school Google drive. Use parentpay email to signpost this to parents and students.	VLE	Sept 2019
2.7 EVALUATION: The SLT has identified a clear set of outcomes for measuring the impact of the strategy and progress towards them is monitored and appropriate follow-up action is taken.	SLT are planning to use the results of annual wellbeing questionnaires along with feedback from ST student interviews, conducted each week, to measure the impact of the school's wellbeing strategy.		Senior Team and VLE	Ongoing

Objective 3

The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
3.1 The school takes steps to create an awareness across the whole-school community) of the importance of emotional wellbeing and mental health, including its impact on academic performance.	Sept 2018 all staff twilight training session sought to increase an awareness across the teaching community of the importance of emotional wellbeing and mental health.	<p>Arrange for individual members of our school community to complete Mental Health First Aid training.</p> <p>Arrange for staff trained in MHFA to deliver assemblies to all cohorts of students.</p> <p>Review and update the guidance provided to</p>	<p>VLE, LRH</p> <p>MHFAs</p> <p>DoS/SAMs</p>	<p>ASAP</p> <p>By the end of July 2019</p> <p>Read for</p>

		<p>students via the planner, to include additional pages to signpost help available inside and outside of school. Add specific information to the Y7 planner to ensure students and parents know who their Year Team and Pastoral Team are and therefore who to contact if they need support to aid transition.</p> <p>Add to the school's website, mental health information and pathways for those concerned for their own or others' wellbeing e.g. sources of help and linked referral forms.</p> <p>Psychology research group (of sixth form students) to conduct various studies using relevant year groups to help identify factors that affect both mental health and academic performance and to share any relevant findings.</p> <p>Liaise with Liverpool University to explore the possibility of delivering the STEPs intervention with KS4 students to reduce test anxiety.</p>	<p>VLE and Change Team</p> <p>Head of Psychology and student research group</p> <p>VLE working with Head of Psychology and Y11 DoS</p>	<p>Sept 2019</p> <p>Summer 2019</p> <p>During summer 2019 examination sessions</p> <p>Spring Term 2020</p>
3.2 The whole-school community has contributed to the vision and strategy for emotional wellbeing and mental health.	The emotional wellbeing and mental health vision and strategy are yet to be formulated or communicated to all members of our community.	Share vision and strategy documents with members of the whole-school community e.g. Change Team, Governors, Student Prefects and update taking on board their contributions. Similarly gather feedback on the views of parents from parent members	VLE, LRH	Summer 2019

		of our PTA and parent governors.		
3.3 The whole-school community understands their role in promoting and protecting emotional wellbeing and mental health.	Anecdotal evidence suggests that the majority of members of the school community do understand their role in promoting and protecting emotional wellbeing and mental health.	The introduction of a school improvement plan (SIP) objective focused on emotional wellbeing and mental health will support all members of the school community in understanding and prioritising this aspect of their work in the coming academic year.	Summer 2019	HJG
3.4 An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership.	The school's safeguarding team consists of the Deputy Headteacher (HJG), the Headteacher (SCE) and Assistant Headteacher (VLE). Two members of SMT (VLE and LRH) lead the school's work on wellbeing and mental health, with valuable contributions from members of the school's Change Team. All staff work to support student wellbeing and mental health with Directors of Studies (DoS) and Senior Academic Mentors (SAMs) taking a particular leadership role.	The school leadership to explore the feasibility of any additions to the school's current accountability framework, for example a Wellbeing Champion position. Recruit a further school counsellor and a school mental health lead.	Summer 2019	VLE & HJG
3.5 The school works to implement positive ways of talking about, and removing the stigma around, mental health.	Mental health has a specific place in the school's PSHE and assembly programme. Plans are in place for POWER Day 4 to be dedicated to specifically supporting emotional wellbeing and mental health, including positive conversations about mental health. The school has recently committed to deliver the Educate and Celebrate programme to embed inclusion and equality in relation to gender, gender identity and sexual	Deliver Power Day 4. Evaluate the impact of the day to identify further possible activities to both promote positive conversations about mental health and reduced mental health stigma. Assemblies to be delivered on LGBTQ+ issues and awareness with Bake Sales and other events planned for Feb 2019, supporting students who are more at risk for mental	CLP/JSM LC & MLO	Spring 2019 Spring 2019

	<p>orientation. The LGBTQ+ group meet weekly both for support and to raise awareness of issues relating to sex, gender and sexuality. (Evidence consistently shows that LGBTQ+ individuals suffer disproportionately from mental illness.)</p> <p>IB Psychology students (over 50 in each sixth form year group) study depression - both causes and treatments - which raises awareness among that group of students <i>and</i> reaches beyond the classroom to reach their peers.</p>	<p>health issues.</p> <p>Continue teaching this component of the IB Psychology course.</p> <p>Celebrate world and UK mental health and wellbeing days. Involve students to delivering assemblies and activities during these days.</p>	<p>CJA</p> <p>VLE working with SMB</p>	<p>Annually</p> <p>Ongoing</p>
3.6 EVALUATION: The school evaluates the extent to which the whole-school community feels comfortable talking about, and taking responsibility for, emotional wellbeing mental health within the school, and appropriate follow-up action is taken.		Continue to pursue all opportunities to reduce stigma and encourage talk about wellbeing and mental health.		

Objective 4

The school actively promotes staff emotional wellbeing and mental health.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
4.1 Staff emotional wellbeing and mental health is specifically included in the strategy.	We are yet to formulate a whole school emotional wellbeing and mental health strategy.	Formulate and share an emotional wellbeing and mental health strategy, with contributions from the school community. Post support information from MIND in prominent / frequently-used areas e.g. staffroom, toilets, offices etc to encourage staff to seek support if or when required.	LRH & VLE VLE & LRH	Summer 2019 ASAP
4.2 A budget is in place and resources allocated for staff emotional wellbeing and mental health.	Although it is not possible for the allocation of a budget specifically for staff emotional wellbeing and mental health, resources are allocated to support staff wellbeing.			
4.3 Stress management, positive wellbeing interventions and reward systems are in place for staff.	Staff yoga runs after school on a Friday. All staff are welcome and are encouraged to attend. There is a staffroom committee of volunteers who arrange end of term celebrations, staffroom refreshments during the year and flowers to sent to unwell staff etc. Staff training enables SMB to successfully deliver an extra-curricular Mindfulness course to groups of sixth form students. With further training SMB would be able to deliver Mindfulness training to adults.	Organise for activities and workshops to be delivered during the spring INSET day to further support staff wellbeing e.g. cooking, Zumba, running, mindfulness etc. Dedicate time for staff to focus on their own mental wellbeing and offer them strategies for potential interventions in the future. Explore whether it is possible for SMB to complete further training to enable her to deliver Mindfulness training to teachers and other members of our school community. Bid for funds to enable a further member of staff to complete mindfulness training.	LRH LRH & SMB SMB working with DTM	Feb 2019 April 2019 Planning for Sept 2020.

		Extend our curriculum to include mindfulness.		
4.4 The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognised and monitored.	<p>Staff have the ability to be re-observed under the staff appraisal system in order to reduce high-stakes accountability.</p> <p>The staffing deputy headteacher monitors staff absence daily to ensure the school is arranging support as required for individuals.</p> <p>The Headteacher operates an open-door policy to staff.</p>	<p>Further explore how the staff appraisal system can positively support staff emotional wellbeing and mental health.</p> <p>Implement suitable suggestions ready for the new PM cycle starting in Sep 2019.</p> <p>Update the procedure followed during PM lesson observations to support staff emotional wellbeing.</p>	<p>Spring 2019</p> <p>Sept 2019</p> <p>Summer 2019</p>	<p>LRH</p> <p>LRH</p> <p>LRH</p>
4.5 EVALUATION: Feedback is gathered from staff about the quality of support in place for their emotional wellbeing and mental health, and appropriate follow-up action is taken.		<p>Gather feedback annually from a staff wellbeing questionnaire.</p> <p>Include staff in the planning and delivery of an annual wellbeing INSET day.</p>	Ongoing	LRH

Objective 5

The school prioritises professional learning and staff development on emotional wellbeing and mental health.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
5.1 Professional learning and staff development forms part of the strategy, including consideration of resource allocation.	<p>We are yet to formulate a whole school emotional wellbeing and mental health strategy.</p> <p>Sept 2018 all staff twilight training session sought to provide training on risk and protective factors for mental health and to share current thinking about resilience.</p>	Formulate and share an emotional wellbeing and mental health strategy, with contributions from the school community that includes reference to professional learning and staff development.	VLE & LRH	Summer 2019
5.2 The school is aware of current confidence and capacity among staff in promoting emotional wellbeing and mental health, and their training needs are identified.	<p>Much work is already carried out, very successfully by staff, promoting emotional wellbeing and managing student mental health crises. Members of the pastoral teams in particular are heavily involved support wellbeing and positive mental health as are SMT members.</p> <p>Many staff across all departments and areas of the school have highlighted a need and a wish for further training in this area.</p> <p>There appears to be an opportunity this year for us to access subsidised mental health first aid training for some staff.</p>	<p>Arrange for as many members of staff as possible to attend Mental Health First Aid training courses.</p> <p>Arrange for Mental Health First Aid trained staff to deliver training to all staff outlining common signs and presentations of students suffering from emotional/mental distress alongside recommended approaches to responding.</p> <p>Continue to explore cost effective training opportunities for staff, to increase the confidence and capacity of all to promote emotional wellbeing and positive mental health.</p>	LRH & VLE	<p>Autumn 2018 & Spring 2019</p> <p>Spring 2019</p> <p>Summer 2019</p>

5.3 The school has a targeted short-term and long-term Continuous Professional Development (CPD) programme in place that includes emotional wellbeing and mental health, with training opportunities offered.	CPD is led by a member of SMT (LRH) who is also a member of the Change Team. Emotional wellbeing and mental health are key components of the school's short and long term CPD programme, along with other school priorities such as teaching and learning, assessment, H&S, safeguarding etc.	Explore whether we can extend and expand the school's capacity to deliver Mindfulness across our school community. Establish Mindfulness training as a key component of our CPD programme.	LRH & SMB	Summer 2019
5.4 A programme of mental health awareness training is available to all staff.	<p>Sept 2018 all staff twilight training session sought to provide training on risk and protective factors for mental health and to share current thinking about resilience.</p> <p>There is an opportunity for further training to be delivered this year during further twilight sessions and during the full day spring term INSET day.</p> <p>There appears to be an opportunity this year for us to access subsidised mental health first aid training for some staff.</p>	<p>Arrange for as many members of staff as possible to attend Mental Health First Aid training courses.</p> <p>Arrange for Mental Health First Aid trained staff to deliver training to all staff outlining common signs and presentations of students suffering from emotional/mental distress alongside recommended approaches to responding.</p> <p>Set up a Wellbeing and Mental Health Google Team Drive and use this to share and signpost further sources of information about mental health to continue to build staff awareness going forward.</p>	<p>Autumn 2018 & Spring 2019</p> <p>Spring 2019</p> <p>Summer 2019</p>	<p>VLE & LRH</p> <p>VLE & LRH</p> <p>VLE</p>
5.5 EVALUATION: The school evaluates the extent to which all teaching staff feel they have the knowledge and skills to promote emotional wellbeing in their class teaching, and				

appropriate follow-up action is taken.				
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Objective 6

The school understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
6.1 Assessments of pupil and staff needs are conducted at regular points and feedback is acted upon.	<p>Form tutors informally assess and monitor their forms, particularly students who may have been highlighted previously through the SEN spreadsheet as being at risk.</p> <p>Referrals are made by form tutors to Directors of Study, Senior Academic Mentors and the SEND when interventions are appropriate.</p> <p>Directors of Study also make referrals, via the Deputy Safeguarding Lead, to the School Counsellor (GJ), who assesses a student's mental health and offers treatment or makes a referral to an external specialist service, if required.</p> <p>Student needs including safeguarding concerns are discussed as part of the first agenda item during every SMT meeting.</p> <p>The staffing deputy headteacher monitors</p>	Provide students and parents with further resources and guidance related to mental health via the school newsletter, the school website, assembly presentations etc, to guide parents and students about strategies to support wellbeing and positive mental health and when/how to seek mental health assessment.	VLE & LRH	Summer 2019

	staff absence daily to ensure the school is arranging support as required for individuals.			
6.2 All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other.	<p>Staff are aware of the appropriate colleague(s) to refer students to if they have a concern about the student's wellbeing or mental health. However, some staff are not always confident in knowing how to respond to a student in distress.</p> <p>The deputy headteacher i/c staffing and the headteacher are available in the event of staff requiring mental health support.</p>	<p>Deliver CPD & INSET sessions to educate staff about the signs that may indicate mental health issues in students and/or staff and to reinforce the appropriate responses to a concern.</p> <p>Produce and share a school emotional wellbeing and mental health strategy document with a flow diagram element to support staff in responding appropriately to a student in mental distress.</p>	<p>Spring 2019</p> <p>Summer 2019</p>	<p>VLE & LRH</p> <p>LRH & VLE</p>
6.3 There is a clear identification and information sharing system for pupils.	<p>The school operates a referral system which is well understood and used by staff when referring a safeguarding concern to the DSL and safeguarding team.</p> <p>Safeguarding information, including that relating to individual students' mental health is shared with staff on a "need to know" basis and with regard to confidentiality. As such it is not possible for all such information to be shared with all staff.</p> <p>The school operates an established SEN spreadsheet, for sharing relevant information on the needs of students with all staff. The school's system of completing context sheets seeks to ensure all staff</p>	<p>Review the current system used by the safeguarding team to monitor the list of students accessing support via the school counsellor, CAMHs and CHEWs, in light of this information changing frequently during any academic year and this information being highly confidential.</p> <p>Arrange for a whole-school safeguarding and child protection audit to be carried out during the school's self-evaluation week. Act on any suggestions regarding our information sharing system.</p>	<p>VLE & HJG</p> <p>HJG</p>	<p>Ongoing</p> <p>Spring 2019</p>

	engage with the information available in the SEN spreadsheet.			
6.4 The school uses its best endeavours to provide for pupils a range of interventions appropriate to the needs identified.	<p>The school has a strong SEND department made up of well qualified higher-level teaching assistants (HLTAs). All staff received SEND training, during the academic year 2017-18, to support them in understanding and delivering this requirement of the DfE's 2015 SEN Code of Practice 2015.</p> <p>Staff have become increasingly concerned about the negative impact of mobile phone use on the mental health and emotional wellbeing of some students.</p>	<p>Continue to monitor the completion of class context sheets to ensure all teachers are using their best endeavours to deliver a range of interventions appropriate to identified needs</p> <p>Establish a whole school policy to restrict student mobile phone use. Gather feedback on the implementation of this policy and its impact on student wellbeing.</p>	<p>VLE and HoDs</p> <p>DoS</p>	<p>Ongoing</p> <p>Summer 2019</p>
6.5 Arrangements with external specialist services are in place with clear referral pathways and outcomes agreed for pupils.	<p>The School Counsellor completes student mental health assessments and where appropriate makes effective referrals to CAMHs or other specialist services (e.g. the Maudsley).</p> <p>The SEND and Inclusion Manager (along with Directors of Study and Senior Academic Mentors) attends termly EIT (Early Intervention Team) meetings to discuss students with possible SEND including SEMH including and supportive interventions and external referrals for assessment.</p> <p>The SENCo and SEND and Inclusion Manager meet termly with the Bexley school nursing team.</p>	<p>Involve Directors of Study more actively in CHEWs referrals to increase their expertise in this referral pathway to CAMHs tier 2 student support.</p> <p>Explore whether EIT and the School Nursing Team are able to offer our students any direct work to support their SEMH needs.</p> <p>Explore whether it is possible to expand our successful school counsellor service.</p>	<p>VLE</p> <p>VLE & CAH</p> <p>VLE, GJ & HJG</p>	<p>January 2019</p> <p>From January 2019</p> <p>Summer 2019</p>

	<p>The SENCo, SEND and Inclusion Manager and the School Counsellor meet half termly with the school's CHEWs representative and discuss supporting students presenting with mental health concerns via a CAMHS referral.</p> <p>Power Day guest speakers, from specialist external providers, provide students with information about how they can self-refer directly to such specialist services.</p>			
6.6 The school provides signposts to appropriate online information, services and support.	Emotional wellbeing and mental health supportive links have recently been compiled by VLE and shared with all Senior Academic Mentors and Directors of Study to help them to respond to parents requesting such information.	Arrange for Mental Health First Aiders to produce a list of recommended online sources of information and support for students.	MHFAs	Summer 2019
6.7 EVALUATION: Evidence is gathered about the effectiveness of the support available for pupils' emotional and mental health needs, and appropriate follow-up action is taken.				

Objective 7

The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.

Key performance indicator	Current status	What action will be taken	Who will deliver and monitor the action?	When will the action be taken?
7.1 Pupil voice mechanisms are in place and used at regular points.	<p>SLT (Head and Deputy Headteachers) meet with different individual members of the student body (from Y7-13) each week, during academic monitoring periods, to gain their feedback on issue affecting the student population.</p> <p>The Headteacher and Sixth Form Leadership Team have a weekly meeting with our group of Head Sixth Form Prefects which is also an established student voice mechanism.</p> <p>We have a student counsel who meet regularly to discuss issues across the year groups.</p> <p>Student voice is part of each learning team review.</p> <p>Most Directors of Study have a year specific group of prefects or a counsel of students who meet with the Year Team leadership group regularly.</p>	<p>We will include a wellbeing and mental health element in future discussions with these already established student voice groups and we will act appropriately in relation to any issues they raise or suggestions for improvement offered.</p> <p>In particular we will extend the work completed by with Year Councils and Year Prefects. Directors of Study and Senior Academic Mentors will arrange for these groups of students to be given the opportunity to highlight areas in which they feel they and their peers need more support.</p>	<p>SLT, learning teams, Student Counsel Leader (LIG)</p> <p>DoS & SAMs</p>	<p>Autumn 2019</p> <p>Autumn 2019</p>
7.2 The school works in partnership with parents/carers to respond to	Parents and carers make effective use of email to contact the school in the event of	We will use the WAS parent evaluation questionnaire to effectively gather detailed	VLE	Spring 2019

their views and needs.	<p>them needing to communicate a concern.</p> <p>SMT, HoD, DoS and SAMs hold meetings with parents and carers to discuss raised concerns and to work in partnership to resolve any issues.</p> <p>All parents are invited / requested to complete an evaluation form, during their child's annual parents' consultation evening event.</p> <p>We have an active and dedicated Parents Association who are particularly supportive of student wellbeing and mental health.</p>	<p>feedback on wellbeing and mental health in terms of what we are doing well and how we can improve further.</p> <p>We will continue to ensure that the PA have a linked member of SMT to maintain this important communication with our most active group of parents.</p>	LRH	Ongoing
7.3 The school has identified 'Wellbeing Champions' from across the whole-school community.	<p>The school does not current have any specific wellbeing champions (referred to by this name).</p> <p>The school employs a full-time school counsellor. Students can self-refer to the counsellor or can be referred by any member of staff.</p> <p>The school's safeguarding team consists of three members of SMT i.e. HJG (DSL and Deputy Headteacher), VLE (Assistant Headteacher) and SCE (Headteacher). Assemblies and posters signpost students to the safeguarding team. Assemblies and PSHE programmes support students' understanding that poor mental health can</p>	<p>To further extend the work and impact of our sixth form peer mentors we will explore the Peer Educate project recommended to us by Bexley's Public Health Advisor for Children and Young People (PB). We will send two members of staff on the training to support this and we will cascade this training to sixth formers to enable them to deliver resourced lessons on emotional wellbeing and mental health to our incoming Year 7 cohort. We will establish these into our PSHE programme.</p> <p>We will explore the possibility/feasibility of appointing, within the current school staffing structure, a designated lead teacher for mental health</p>	<p>GJ</p> <p>VLE & HJG</p>	<p>Aut 2019</p> <p>Aut 2019</p>

	<p>be a safeguarding concern and one for which they should seek help and guidance.</p> <p>The school appoints and trains sixth form peer mentors who are both attached to KS3 tutor groups to offer emotional support and are able to deliver direct work with individual students in response to wellbeing difficulties. Peer mentor supervision is carried out by the school counsellor.</p> <p>Pastoral teams of form tutors, led by Directors of Studies and Senior Academic Mentors, supported the welfare needs of students.</p>	We will explore the appointment of student wellbeing champions.	VLE	Aut 2019
7.4 The school proactively and regularly communicates with the whole-school community regarding emotional wellbeing and mental health issues.	Assemblies regularly focus on topics of emotional wellbeing and mental health.	<p>We will use the weekly newsletter to regularly highlight strategies for wellbeing and positive mental health with parents.</p> <p>We will use the school's Plasma/TV screens to promote positive wellbeing strategies.</p>	<p>VLE and HJG</p> <p>VLE & LRH</p>	<p>Ongoing</p> <p>Autumn 2019</p>
7.5 EVALUATION: The school monitors the extent to which the whole-school community feels engaged with the school's approach to emotional wellbeing and mental health, and appropriate follow-up action is taken.				

Objective 8

The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
8.1 The school has identified and maintained links with appropriate local health, social care and voluntary and community sector services.	HJG (Deputy and DSL) is the lead secondary teacher on the Bexley Safeguarding Partnership (working with social care, police and nursing service). VLE (Deputy DSL and SENCo) meets termly with CHEWs representative and a members of the school nursing team and attends LA SEND Panel meetings.	Safeguarding team will continue to seek out local links. Develop links further.	HJG and VLE VLE	Ongoing
8.2 The school has identified representatives who attend local mental health forums to share information and new learning.	The school works proactively with the LA's public health advisor for children and young people, PB.	Continue to take full advantage of all local available opportunities for collaborative working highlighted by PB.	VLE working with GJ and PC and DoS	Ongoing
8.3 The school works with other schools to share best practice and new learning, establishing new networks where appropriate.	The school is a proactive member of the Penhill Academies Trust (PAT) along with four other local lone academy schools. School subject leaders attend IB cluster meetings and SELSA meetings.	Develop links with PAT schools further. PSHE leader to attend SELSA meetings also.	SMT	Ongoing
8.4 The school informs and participates in local commissioning arrangements	HJG (Deputy and DSL) is the lead secondary teacher on the Bexley Safeguarding Partnership (working with social care, police		HJG	Ongoing



undertaken by the local authority and/or Clinical Commissioning Group.	and nursing service).			
8.5 EVALUATION: The school evaluates feedback received from its partners regarding joint working, and appropriate follow-up action is taken				

